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New Year's day, 1863—the greatest New Year's day the United States had ever seen, for on that day Abraham Lincoln made free nearly four million slaves.

This New Year's notice of freedom is called the Emancipation Proclamation.—*Maud M. Green*, second-year pedagogic class.

PHYSICAL TRAINING.

SCHOOLROOM HYGIENE.

CAROLINE CRAWFORD.

FOLLOWING the structure of the body and the mechanics of its action, studied by the pedagogic students last month, the subjects for March will be:

1. The normal size for age and sex (the January number contains, on p. 370, American tables for height and weight): (*a*) study of the measurements of various parts of the body, and the relation of the different parts to each other; (*b*) laws of growth and development; (*c*) study of individual children in comparison with the normal type; (*d*) effect of systematic exercise upon the child; (*e*) means of testing increase in size and strength; (*f*) effect of modifications in daily dietary of child; (*g*) effect of changes in the physical environment upon the child's development.

2. Application of the laws of growth: (*a*) character and amount of the child's daily activity; (*b*) length of various work periods; (*c*) form of activity for recuperation of the body-force; (*d*) character of the fatigue signs; (*e*) effect of fatigue upon mental activity; upon physical activity.

3. Sight and hearing: (*a*) tests of sight; (*b*) tests of hearing.

4. The physical environment of the child: (*a*) the adjustment of the seat; (*b*) the temperature and ventilation of the room occupied; (*c*) the amount and source of the light in the room; (*d*) the cleanliness of the room; (*e*) the character of the materials used while at work.

SPORTS, GAMES, AND PLAYS.

CARL J. KROH.

RUNNING THE GAUNTLET.

Four to eight boys are formed in a semi-circle, eight or ten feet distant from two rows of boys standing at right angles to the center of the semi-circle. The two rows are four feet apart, the distance between the players in the rows being regulated by the number of players participating in the game. The leader of the game throws a basket-ball upward midway between the semi-circle and the rows, calling out a number of one of the boys in the

semi-circle. The boy representing the number called responds by trying to catch the ball as it descends and before it touches the floor. If he succeeds, he returns to his place, and the leader again calls out a number as he throws the ball up a second time. If the player called fails to catch and hold the ball, he must run the length of the two rows and between them, the respective boys striking him with their handkerchiefs as he passes. The quickest runner receives the least punishment. Having run the gauntlet, he aligns at the end of one of the rows, the boy at the head of such row stepping into the vacant place in the semi-circle.

LADYSMITH.

The class forms a circle around a fort represented by four Indian clubs placed in the form of a square or cross. The guard in the center of the fort maintains his post by protecting it against the shots delivered by the enemy composing the circle. The purpose of the enemy is to displace the clubs with a basket-ball, and to keep the guard as busy as possible replacing them. All clubs down, he surrenders to the last gunner, who rebuilds the fort, whereupon hostilities may again be resumed. The game may be varied by detailing the poorest gunner to assist in holding the fort; or, a stated number of failures to disable the enemy may result in exemption from service, etc.

TOUCH-BALL.

The game consists in quickly passing a light rubber football in such a manner that the player within the circle will find it difficult to touch the same. The players forming the circle may take a prescribed position and pass the ball quickly in any direction within the circle, left or right, high or low, across the circle. An inner group, definitely stationed, may assist the players of the circle. The ball should not be held by any player, quick play being the rule. The player who is after the ball may jump to touch it, the player who last passed it exchanging places with him if he succeeds.

HORNETS' NEST.

The game consists in passing a basket-ball quickly from player to player without prescribed order, the player failing to catch the same running over a prescribed route around the class, or circle, in order to regain his place, the other players in the meantime giving chase and striking him with the ball as often as possible. Or, the unsuccessful player may, in addition to his circuit, be required to assume some difficult posture, or to execute accurately some prescribed exercise in the center of the circle.

SCHOOL GYMNASTICS.

(For reference throughout the year.)

SWINGING-ROPE EXERCISES.

Apparatus, class formation, and starting order.—A rope twenty to thirty feet long, one-half inch in diameter, with one end fastened to a pillar or piece

of apparatus at a proper height from the floor, and grasped at the other end by the teacher (center of rope resting on the floor). The class is formed in a single row in front or in flank in a straight or curved line, on one side and at a distance from the rope. Pupils approach the center of the rope from a "starting-point," upon command.

PASSING (WALKING, RUNNING, OVER AND UNDER THE ROPE); JUMPING, HOPPING, SKIPPING.

Passing.—(Swing rope sideways over a space of about two to four feet.) Pass (walk) over rope forward left (right). (Form on the opposite side in regular order.) Repeat sideward left (right). (Approach and face to step over and away quickly.) Repeat backward. (Approach and face about to step over and away.)

Repeat forward, sideward, etc., turning left (right) about. (Step over and turn about while leaving.)

Repeat exercises in pairs, threes, fours, etc. (to command; in definite successive order.)

Repeat exercises from both sides simultaneously (class formed in divided order, on both sides of rope).

Repeat, increasing length of rope-swings; ditto, height; ditto, length and height.

Repeat, running.

Jumping.—Repeat above exercises with walking and running starts, jumping (with both feet simultaneously) from given starting-points.

Repeat, hopping two or more times over rope before leaving.

Repeat, adding arm and leg exercises; ditto, facings.

Repeat exercises as above, sideward and backward, in pairs, etc., from both sides of the rope, increasing length and height of swing.

Hopping.—Repeat above exercises, hopping on one foot left, right, and on both alternately, one or more times, leaving to form on the opposite or same side.

Skipping (see October number).—Skip forward left (right); sideward and backward left and right; forward left to face right about, and right to face left about, leaving backward. Sideward, backward, same.

Combine above exercises, skipping and hopping, or jumping.

Circle-swinging (from starting lines).—(Circle right with class on the right side of the rope; left, with class formed on the left side of the rope.

Pass under rope, singly, in pairs, etc., to full class. Same, turning about, etc., to form on opposite sides; walking, running.

Circle-swinging (toward starting lines).—(Circle left with class on the right side of the rope, pupils skipping, hopping, or jumping over rope, as directed.)

Pass over the rope to opposite side; ditto, hopping on place, repeating rope jump one or more times; ditto, hopping or jumping till next pupil enters;

ditto, hopping or jumping with quarter and about facings; ditto, two or more pupils at a time; leave toward opposite, or same, sides.

Combine jumping over and passing under rope.

BALANCE PLANKS.

Four to eight balancing boards (see manufacturers' catalogues) placed next each other. Class: eight to twelve ranks, as many pupils to each rank as boards. Exercises are executed in "linked order" or otherwise, in close order at half or full distance. "In linked order," pupils grasp hands with arms bent or extended, or arms crossed with hands grasped over and under next pupil's arm, front or rear; with one or both hands on next shoulders, etc. Starting positions are taken by placing the left or right foot on the beam ends.

March forward with foot and leg extensions (slow rhythm—erect, head and chest up); "skip" off plank end. (Form opposite class, facing about.)

Same, gliding forward (bending stand-leg to each step; swinging legs forward along sides of planks; describing semi-circle.

Same, backward.

Galop-step, forward, left, right, and alternately.

Same, backward.

Change-step forward (marching), including leg exercises, first movement.

Same, hopping (schottische steps).

(The whole class may stand on the planks to execute leg exercises, etc., as "balance exercises." The planks may also be used for stem-support exercises, several ranks exercising at a time.)

PHYSICAL TRAINING IN THE FRANCIS W. PARKER SCHOOL.

FRANCES MUSSELMAN.

To enhance the value of exercise and to maintain the proper balance between the mental and the physical activities of the children, we have set apart a regular period each day for outdoor games and sports in addition to systematic indoor gymnastic training. We go out regularly, stormy days alone excepted. Even zero weather is no hindrance, the children being properly clad to resist the cold.

The children of the first, second, and third grades, with a teacher appointed for the day, form one group that goes out daily from eleven to half past eleven. A half-hour is considered long enough for the younger children, especially as their school day ends at one o'clock. The grades from the fourth upward have their period from a quarter before three to a quarter past four. The girls of these grades, with a teacher to supervise the games, form one group; the boys, with another teacher, form a second group. These groups are sometimes subdivided into squads or teams, each with a captain or leader, the squad selecting the game it desires to play. This subdivision into smaller groups enables the teacher to devote more time to children who, for some reason, do not enter into the spirit of play.

With the return of milder weather, we shall introduce tennis, la crosse, running, jumping, and races of different kinds. As the objective point of our sports we hope to have a field day. The children are now making the la crosse sticks in the manual-training room. They are also planning to make apparatus for an outdoor gymnasium, to be set up as soon as the weather permits. Thus practically all our physical training will be done out-of-doors during the spring months.

THE KINDERGARTEN.

(FRANCIS W. PARKER SCHOOL.)

MATE H. TOPPING.

THE following is an attempt to describe how the number element enters, as a necessity, into the work of the kindergarten. It indicates briefly, through examples, that the child himself must feel a demand for definite measuring or numbering before it comes legitimately into his work. In reviewing the work of the kindergarten up to this time, it is evident that, without forcing, almost every phase of the child's work and play has made some demand in this direction. This demand has been recognized in such simple ways as the following:

In considering and representing the furniture of the home, the children decided to make a small bed. The first thing necessary was to find out how many pieces of wood were needed. We first built a bed with the parallelopipeds of the fourth gift, and found it would require five pieces if we made side pieces, otherwise only three.

The children were asked to show how long they wanted their beds. This they did by indicating the desired length on the table. The average length was found to be ten inches. From a piece of board about four inches wide each child counted off ten inches, and a line was drawn to mark the distance. In the manual-training room every child sawed off his piece of board and smoothed the ends with a wood file. This ten-inch piece made the bottom of the bed. The head and foot boards were chosen from among the odds and ends in the manual-training room by proportion, rather than by actual measurement.

To find how long to make the blankets and sheets, we measured the length of the bed and enough to tuck in at the foot and sides.

The children are given many opportunities to work out the thought in their own minds, or the suggestion given them in free play either with the large blocks described last month or with the regular building gifts. They choose without direction the parallelopipeds for height and length, and the